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ABSTRACT

This publication provides information on the 1973 Elementary and Secondary Education Act (ESEA), Title III projects in Alabama. The Title III program is designed to encourage school systems to develop imaginative solutions to educational problems; to more effectively use research findings; and to create, design, and make intelligent use of supplementary centers and services. The project descriptions contained in this booklet were written by the project directors and have been edited and compiled by the Title III staff. The projects include: PEP (Physical, Emotional, and Psychological Fitness for a Lifetime); CARET (Career and Related Educational Technology); STEP (Solutions to Educable Problems); and others. Each description outlines the project goals and briefly reviews the procedures for implementing the project. Of the 30 programs described, 13 are projects funded for the first time, and 17 are projects which have been continued from the previous year. The publication also includes the purpose of ESEA Title III and application procedures. (TK)

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INNOVATIONS
IN
ALABAMA

Elementary and Secondary Education Act of 1965

Title III Public Law 89-10

ANNUAL DISSEMINATION REPORT

January 1973

SE 016 969

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FOREWORD

This publication provides information pertaining to the FY 1973, ESEA, Title III projects in Alabama. There are thirteen (13) projects which are funded for the first time this year and seventeen (17) projects which are continued from the previous year.

Since Title III is designed to encourage the adoption of innovative and exemplary programs, it is important to provide information which will create an awareness of existing programs within the State. The project descriptions contained in the booklet were written by the project directors and have been edited and compiled by the State Title III staff.

You may wish to consider projects which are described in this booklet as you design programs to meet the needs of the children in your school system. The acquisition of materials used in the projects and visits by your professional personnel to the various projects may be arranged through the project directors of the individual projects.

THE PURPOSE OF TITLE III

ESEA

Title III is providing a new and exciting dimension to education in Alabama. The Title III program is designed to encourage school systems to develop imaginative solutions to educational problems; to more effectively use research findings; and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs.

The Title III program seeks to encourage the development of innovations, demonstrate worthwhile innovations in educational practice through exemplary programs, and supplement existing programs and facilities. Since the innovative and exemplary programs supported by Title III are intended to contribute substantially to educational improvement, priority in funding is given to these programs which offer the greatest promise of solving persistent problems.

APPLICATION PROCEDURES

Each LEA desiring to initiate a project under Title III is required to submit to the SEA a Preliminary Application Form for approval. If the design is approved in the Preliminary Application, the Formal Application may be made.

The Preliminary Application consists of a Title III project narrative. From this document the SEA has sufficient information to judge the worth of the proposed project. The subsequent granting of the Title III funds to an LEA is dependent upon the accuracy and appropriateness of the information supplied in the Preliminary Application. The SEA will work with the LEA in writing the Preliminary Application Narrative if the LEA so requests.

Examples of the Preliminary Application Project Narrative are contained in the *Manual for Title III Project Development and Administrative Procedures* which can be obtained from the SEA.

TITLE III PROJECT IN ALABAMA

Arab City	Cooperative Guidance for Career Education
Baldwin County	Program — Staff Development in English Instruction
Barbour County	Music, Art, Dance and Drama Performance
Bessemer City	Cultural Arts Show Case Accenting Developmental Effect
Birmingham City	Educational Planning for an Instructional Complex
Cullman City	The Four R's: A Strategy for Self Directed Learning
Dale County	Reading Experiences Affecting Dale
Decatur City	An Innovative Approach to Special Education
Demopolis City	Learning Activity Package
Dothan City	Comprehensive Services for Children
Elba City	Elba Guidance, Tutorial, and Preschool Program
Enterprise City	Help Educable Learners Progress
Etowah County	Solutions to Educational Problems
Hale County	Prevention of Reading Impairment by Use of New Techniques
Jasper City	Assessment of Individualized Mathematics
Jefferson County	Developmental Individualized Reading Program
Lamar County	Social Studies for the Seventies
Limestone County	Operation Dropout
Madison County	Servicing Every Exceptional Kid
Mobile County	Talents Unlimited
Montgomery County	A Cultural Approach to the Teaching of Social Studies
Montgomery County	Model Junior High School Guidance Program
Opp City	A Lighthouse Middle School
Pickens City	Middle School Network — Exemplary Programs
Pike County	Physical, Emotional, and Psychological Fitness for a Lifetime
Russell County	Career and Related Educational Technology
Russellville City	Individualized (Expandable) Study Center
Tuscaloosa County	Reading Enrichment and Outdoor Education
Vestavia Hills City	Experiences in Aesthetic Education
Walker County	Multi-level Utilization of Student Talent

DOTHAN CITY

Comprehensive Services for Children

Children in conflict are given special attention in the school setting by workers who perform like crisis teachers or child developmental specialists through counseling or tutoring sessions; through parent education groups, through aid to teachers and through coordination of management programs which involve outside agencies.

Primary concern is the specific pupil behaviors that have led to the pupils having been identified as experiencing emotional or social conflict sufficient to interfere with the educational process of the child or his peers.

The outcome variables have been related to the degree of involvement of the pupil's teacher with the special in-service training. The training emphasizes recognition and prescriptive handling of children with social, emotional and/or academic conflict.

Project Name	Comprehensive Services for Children
School System	Dothan City
Superintendent of Education	Sam Price Jones
Dates of Operation	June 1, 1971 — May 30, 1974
Funding Level 1972-73	$102,000.00
Project Director	Wayne Ellis Bradshaw
Address	P.O. Box 1188 — Dothan, Alabama 36301
Telephone	205-797-0077

CAREER GUIDANCE STARTING IN ELEMENTARY SCHOOLS

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Project Name	Cooperative Guidance for Career Education
School System	Arab City, Guntersville City & Marshall County
Superintendent of Education	Dr. Byron B. Nelson, Jr.
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$66,150.00
Project Director	Mrs. Marie Bailey
Address	P.O. Box 0 — Arab, Alabama 35016
Telephone	205-586-6011

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ARAB CITY

Cooperative Guidance for Career Education

A program, Cooperative Guidance for Career Education, will be initiated in the Arab City Schools, Guntersville City Schools, and the Marshall County Schools beginning with the 1972-73 school year. Participating schools will offer comprehensive guidance and counseling in the field of career education, whereby each pupil may learn to make vocational choices commensurate with ability and concomitant environmental factors.

This is an exemplary program developed through the combined efforts of parents, teachers, students, school administrators, and groups of knowledgeable, interested individuals involved with the population to be served. Top priority is given to systematic career guidance at the elementary and junior high levels with improvement of career education opportunities in the senior grades.

The major thrust will be directed toward identification of exploratory career areas in the early elementary grades; identification of job cluster skills at the junior high level so that needed preparatory education will be chosen, with the result that senior high students may focus their interests, abilities, attitudes, and special talents toward training for profitable and productive careers.

Career planning will begin early and proceed from the general to the specific. The project will allow the student to use new information of occupations, education, and self as it is made available; provide for continuous revision; and hold open all options for as long as they may be needed as alternatives.

NEW MATERIALS AND TECHNIQUES FOR ENGLISH INSTRUCTION

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Project Name	Program — Staff Development in English Instruction
School System	Baldwin County
Superintendent of Education	W. Candler McGowan
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$60,795.00
Project Director	Miss Katherine Steedley
Address	P.O. Box 731 — Bay Minette, Alabama 36507
Telephone	205-937-5563

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BALDWIN COUNTY

Program—Staff Development in English Instruction

As a result of being a product of bilingual, multi-lingual and varied ethnic and racial backgrounds, many Baldwin County students have consistently failed to attain acceptable levels in English. This project will train teachers and administrators of the Baldwin County Schools in the use of selected content, skills, techniques and processes which are concerned with the basic English communication skills.

The staff and a faculty committee will develop a curriculum library to support workshop activities. These workshops will be organized to assist teachers in acquiring skills necessary for lesson planning and curriculum guide preparations; provide instruction in the rationale and use of audio visual equipment; and provide an opportunity for teachers to acquire new instructional techniques.

A major contribution of this project will be in the utilization of new skills and techniques for the improvement of classroom instruction. The improvement will not only be in the classes that have multi-ethnic problems but also in other classes which will result in improved overall achievement in the school district.

MUSIC, ART, DANCE, AND DRAMA

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Project Name	MADD Performance
School System	Barbour County
Superintendent of Education	William A. Edson
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$55,000.00
Project Director	Bob J. Goss
Address	P.O. Box 186 — Clayton, Alabama 36016
Telephone	205-775-3230

BARBOUR COUNTY

MADD Performance

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Project MADD Performance is to provide students and members of the community with a relevant knowledge of music, art, dance and drama and an opportunity to develop their interests and talents within a cultural background. The project will strive to establish a condition which frees the mind and enables it to expand toward a full and worthy life.

The project will implement a three-phased aesthetic development course which will operate within the framework of the regular school curriculum. Phase I will initiate workshop sessions composed of teachers, students and consultants to determine needs and interests of students and to develop individualized programs for Phase II. Phase II will consist of class activities with public performances. There will be three productions yearly in each school and one county-wide performance. Phase III will consist of experiences such as visits to museums, movies, art shows, live stageshows and visits by students to other participating schools. Interviews with community leaders and artists will be part of this phase.

In all three phases the talents of students and community members will be utilized. Therefore, it is a school-community endeavor introducing and developing an appreciation of the arts which will build an environmental background of experience.

AN ADVENTURE IN THE ARTS

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Project Name	CASCADE: Cultural Arts Show Case Accenting Developmental Effect
School System	Bessemer City
Superintendent of Education	Dr. Jack Hale
Dates of Operation	June 15, 1971 — June 14, 1974
Funding Level 1972-73	$59,400.00
Project Director	John B. Bush
Address	1901 Arlington Avenue — Bessemer, Alabama 35020
Telephone	205-428-2522

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BESSEMER CITY

CASCADE: Cultural Arts Show Case Accenting Developmental Effect

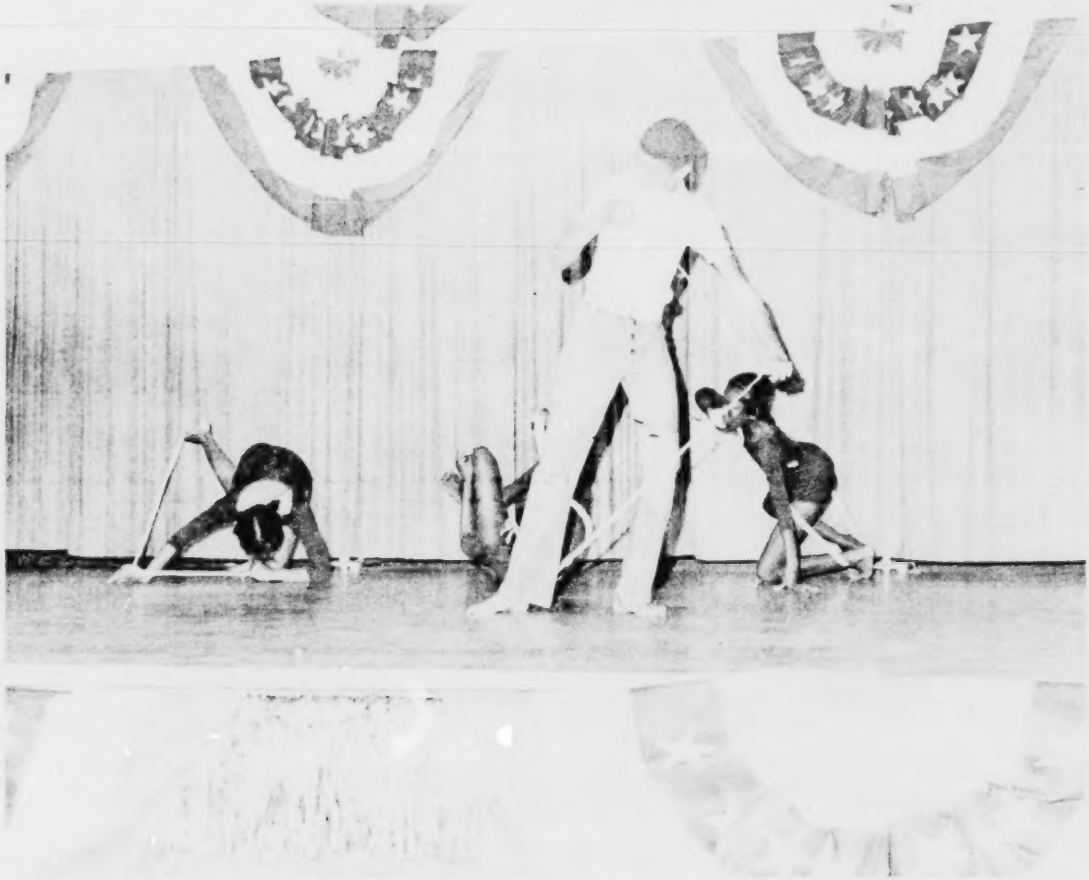
Project CASCADE is designed to provide opportunities for experiences in visual art, creative writing, creative drama, and creative movement for Bessemer students in grades six, seven and eight. The project will involve professional artists, community people, professional teachers, and college students as instructors and leaders.

The programming includes a three-part sequential format.

Part I is an introduction to a given cultural area presented by artists and professional performers.

Part II is a series of workshop sessions designed to explore the areas presented in Part I.

Part III is to establish programs which allow for the exhibition of the products of the workshop.



AN INNOVATIVE CURRICULUM IN AN OPEN SETTING

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Project Name	EPIC: Educational Planning for an Instructional Complex
School System	Birmingham City
Superintendent of Education	Dr. Henry Sparks
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$112,000.00
Project Director	Dr. Roland Terrell
Address	2015 7th Avenue, North — Birmingham, Alabama 35203
Telephone	205-323-8521

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BIRMINGHAM CITY

E/IC: Educational Planning for an Instructional Complex

The Title III grant will be used to design, implement and evaluate an innovative curriculum for a school to be built in the Medical Center Complex by the Birmingham Board of Education. Enrolling approximately six-hundred pupils, ages three through twelve — three-hundred typical and three-hundred atypical — the model school will provide an educational experience unlike any presently offered in the city or county. For the first time in the history of Birmingham schools, there will be opportunities for atypical and typical students to learn, work and play together in an open setting.

In addition to offering a superior educational experience for the students enrolled, the model educational complex should provide worthwhile educational ideas that can be used in other educational settings. Phase I of the program, lasting approximately twelve months, will be devoted to the development and design of the curriculum for the model instructional complex. Phase II of the program, lasting approximately two years, will be devoted to implementation, evaluation and revision.

NON-GRADED INDIVIDUALIZED INSTRUCTIONAL PROGRAM

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Project Name	The Four R's: A Strategy for Self Directed Learning
School System	Cullman City
Superintendent of Education	Dr. Arthur Dennis
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$50,000.00
Project Director	Dr. Lanny Gamble
Address	222 2nd Avenue, S.E. — Cullman, Alabama 35055
Telephone	205-734-2233

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CULLMAN CITY

The Four R's: A Strategy for Self Directed Learning

The Four R's, A Strategy for Self Directed Learning, was designed to develop and implement a completely non-graded instructional program at West Elementary School in Cullman.

The West Elementary staff has worked to reorganize the curriculum. Skills to be taught have been identified and properly sequenced. Diagnostic tests and diagnostic testing centers have been developed for the purpose of identifying each child's specific need. The testing centers are operated by instructional aides and the data obtained is fed back to the classroom teachers to be analyzed and used to better help children individually. Instructional materials are organized flexibly so that the classroom teacher can have access to the proper materials for particular needs.

DIAGNOSING AND TREATING READING DEFICIENCIES

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Project Name	READ: Reading Experiences Affecting Dale
School System	Dale County
Superintendent of Education	Harvey D. Hagler
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$114,998.00
Project Director	Reynolds Ellisor
Address	P.O. Box 978 — Ozark, Alabama 36360
Telephone	205-774-2355

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DALE COUNTY

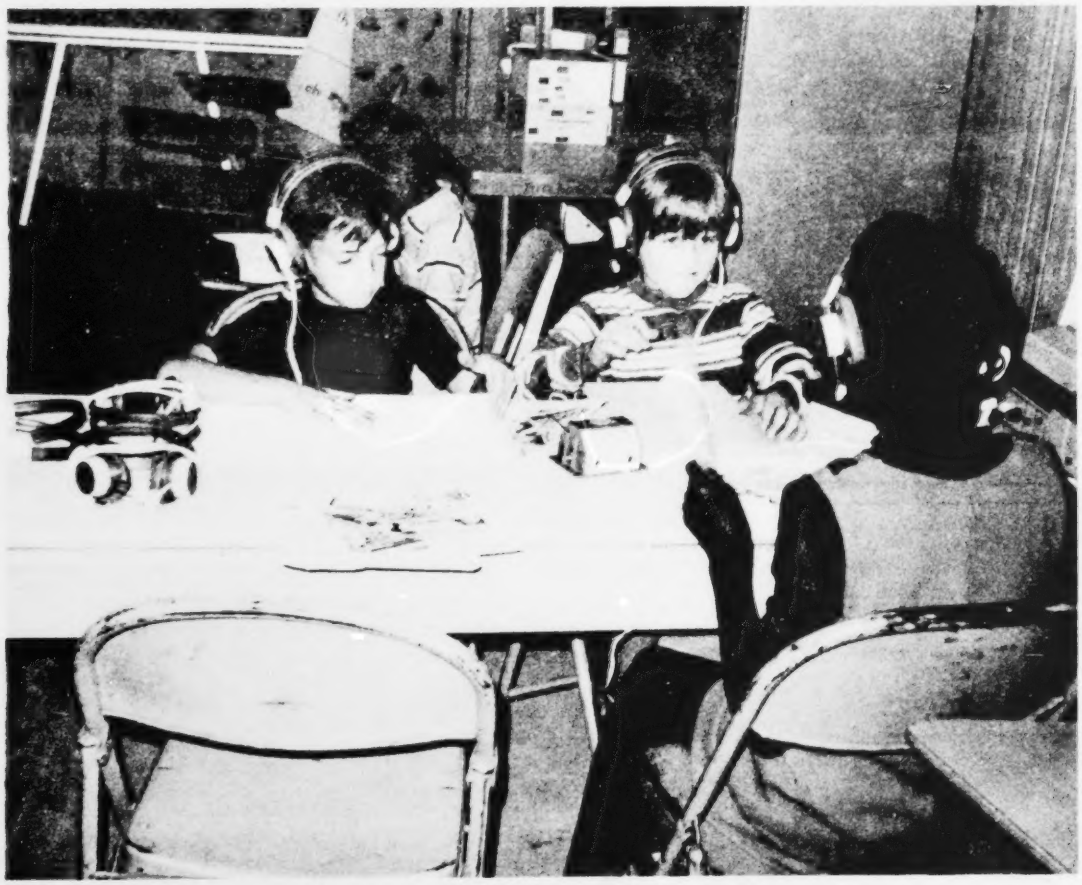
READ: Reading Experiences Affecting Dale

Project READ concentrates its efforts on diagnosing and treating reading deficiencies in the elementary grades. Experimentation is being conducted with various materials, programs and approaches to determine the most effective ways of eliminating various reading deficiencies.

The staff is also in the process of developing or identifying a management system for implementing a more effective reading program throughout the school district.

Five school centers and seven reading specialists are involved in the project. Students who have serious reading deficiencies, as determined by a series of diagnostic tests, are channeled into the treatment centers for work prescribed by the specialist. This work is in addition to the student's normal classroom studies.

Evaluation of the first year activities indicates significant achievement above control groups.



EDUCATIONAL OPPORTUNITIES FOR EXCEPTIONAL CHILDREN

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Project Name	An Innovative Approach to Special Education
School System	Decatur City
Superintendent of Education	Dr. Curtis P. Sellers
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$53,713.00
Project Director	Mrs. Margaret P. Vann
Address	408 Bank Street — Decatur, Alabama 35601
Telephone	205-355-6520

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DECATUR CITY

An Innovative Approach to Special Education

An Innovative Approach to Special Education in Decatur's two middle schools is providing educational opportunities for all exceptional students except those classified as severely handicapped. Self contained classrooms for the exceptional students have been eliminated by totally integrating these students into the overall school program.

A state certified special education teacher is used as a member of each teaching team. Through extensive planning and the careful selection of materials the teams are meeting the needs of each individual student's diagnosed needs.

This project is to serve as a model to demonstrate that exceptional students belong in the mainstream of a school program and not apart from the main program.

The exceptional students develop much faster because they have a feeling of belonging and self-worth which is a necessity before meaningful learning, as it applies to effective daily living, can become a reality for the exceptional student.

MATHEMATICS AND SCIENCE LEARNING ACTIVITY PACKAGES

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Project Name	LAP: Learning Activity Packages
School System	Demopolis City
Superintendent of Education	A. A. Knight
Dates of Operation	June 15, 1972 — June 14, 1974
Funding Level 1972-73	$50,025.00
Project Director	James Stone
Address	P.O. Box 700 — Demopolis, Alabama 36732
Telephone	205-289-1684

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DEMOPOLIS CITY

LAP: Learning Activity Packages

Project LAP is an innovative instructional program developed by the Demopolis City Schools. The project is an organized effort to provide a multi-media, multi-sensory, individually prescribed, non-graded, continuous progress instructional program in the areas of math and science through the preparation and use of teacher, student and consultant made Learning Activity Packages.

The project is housed in the Demopolis Junior High School and serves approximately 353 students in grades seven and eight.

PRESCHOOL GUIDANCE AND TUTORING

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Project Name	Elba Guidance, Tutorial and Preschool Program
School System	Elba City
Superintendent of Education	Elmer Taylor
Dates of Operation	June 15, 1971 — June 14, 1974
Funding Level 1972-73	$92,500.00
Project Director	Jimmy W. Holley
Address	Route 2 — Elba, Alabama 36323
Telephone	205-897-6731

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ELBA CITY

Elba Guidance, Tutorial and Pre-School Program

The Elba Guidance, Tutorial and Pre-School Program has four components: elementary guidance, home-school coordination, tutoring and pre-school.

During the 1971-72 school year 81 five year olds were enrolled in the pre-school segment of the program which is designed to prepare these children to enter the first grade. Each week's activities are planned around a general theme which is explored in daily unit work. Activities used included art activities, songs, games, language development, supervised free play, along with an afternoon nap, snacks and story times. The activities are carefully planned but also allow for flexibility.

Some of the units are: "Getting Acquanited," "Enjoying Our Kindergarten and Our Schools," "Community Helpers," "Fall is Here," "Halloween Fun," and "Indians and Pilgrims."

The staff consists of twelve members including three teachers, three paraprofessionals, two tutors, two guidance counselors, one secretary and a director. The program also utilizes the assistance of several volunteer student aides from the Elba High School who assist the teachers in various aspects of the program.

EMR STUDENTS IN THE REGULAR CLASSROOM

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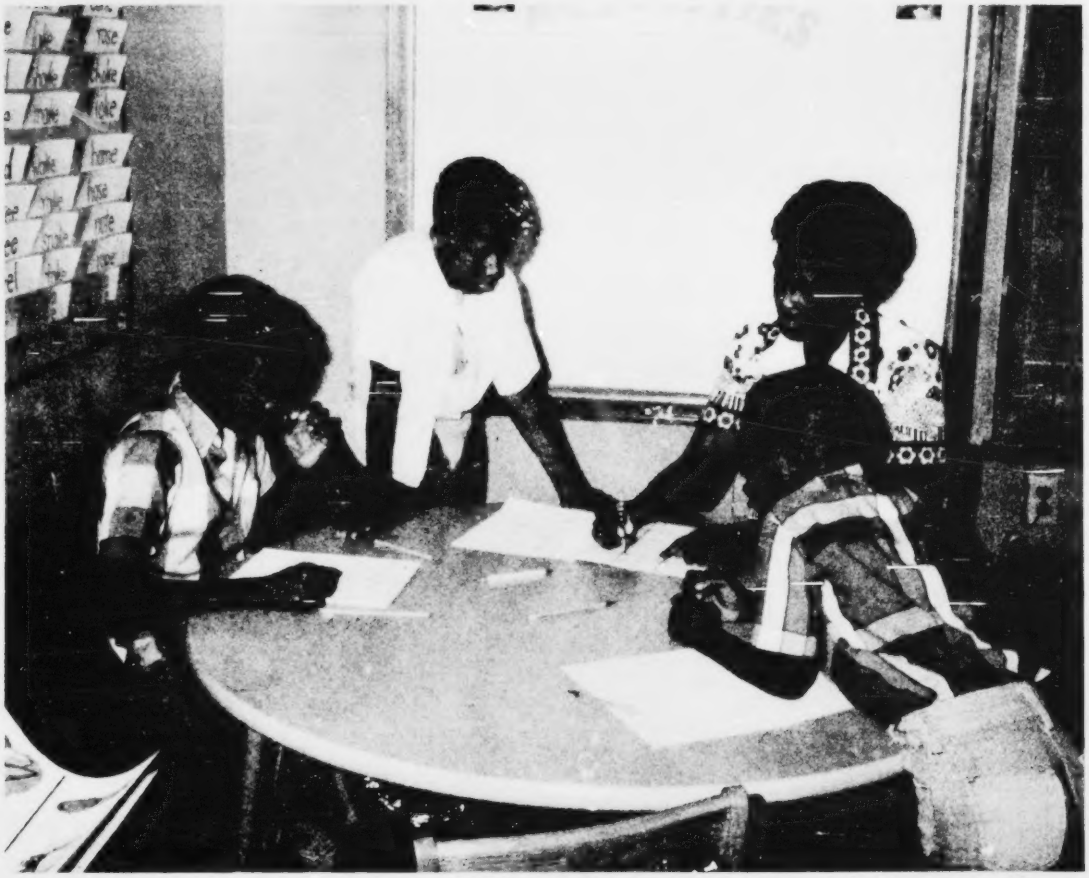

Project Name	HELP: Help Educable Learners Progress
School System	Enterprise City
Superintendent of Education	Jack D. Rutland
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$45,342.00
Project Director	C.E. Traweek
Address	P. O. Box 990 — Enterprise, Alabama 36330
Telephone	205-347-9531

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ENTERPRISE CITY

HELP: Help Educable Learners Progress

Project HELP is designed for mentally retarded students whose needs are not being met in the regular special education self-contained classroom. The isolation created by this pattern of organization creates social unrest among students and unhappiness in parents.

This project proposes to test the validity of a pattern of organization which will have retarded students divide their time between the regular classroom and a special resources room designed especially for these students. The special education teacher and the regular classroom teachers will coordinate their efforts to provide the academic and social experiences needed in order to eliminate the unhappiness of isolation.

CONTINUOUS PROGRESS ON AN INDIVIDUAL BASIS

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Project Name	Solution to Educational Problems
School System	Etowah County
Superintendent of Education	C. C. Davis
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$110,000.00
Project Director	Don T. Morton
Address	Room 109 — Courthouse — Gadsden, Alabama 35901
Telephone	205-546-2821

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ETOWAH COUNTY

STEP: Solutions To Educational Problems

The goal of Project STEP is to increase the effectiveness of the Etowah County School System and the quality of the teaching-learning process by revising the organizational structure to fully utilize the facilities, materials, equipment, and instructional personnel.

Using a modified floating modular schedule designed to operate on a four quarter basis with built in horizontal and vertical flexibility, an instructional program has been developed based on the hypothesis that a student need only learn those concepts not already mastered. A comprehensive evaluative process will identify those concepts, consistent with a student's developmental profile, that have not been mastered. The teaching-learning activities will allow each student to utilize his own unique learning style to accomplish his predetermined objectives. A continuous progress plan will be implemented to provide an orderly assessment of a student's progress from preschool through high school graduation.

Following the implementation of these educational practices, students, should experience constant success rather than frustration and positive reinforcement rather than punishment. The accent will be on learning rather than on teaching.

IMPROVING INSTRUCTIONAL COMPETENCE IN READING

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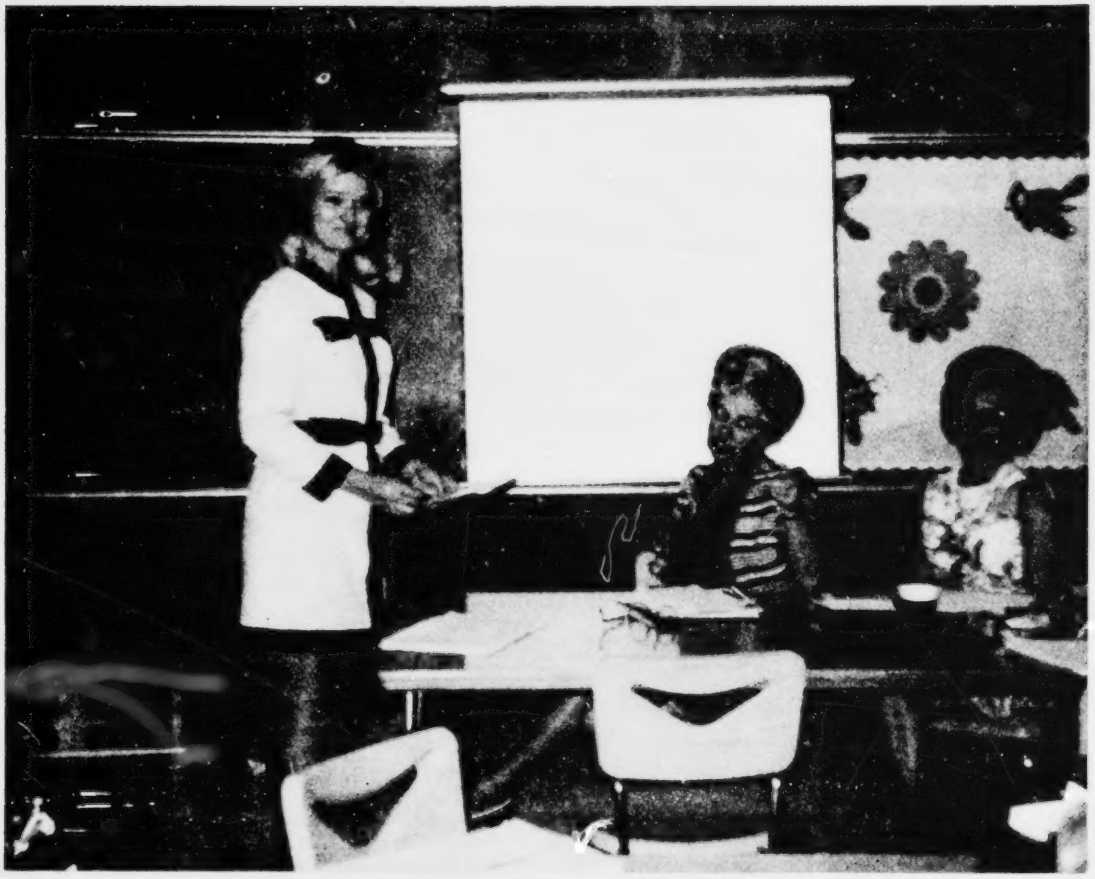

Project Name	PRINT: Prevention of Reading Impairment by Use of New Techniques
School System	Hale County
Superintendent of Education	R. E. Ramey
Dates of Operation	June 30, 1971 — June 29, 1974
Funding Level 1972-73	$69,700.00
Project Director	Carlene Henderson
Address	P. O. Box 360 — Greensboro, Alabama 36744
Telephone	205-624-5541

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HALE COUNTY

PRINT: Prevention of Reading Impairment by use of New Techniques

The purpose of Project PRINT is to improve the educational program of reading for elementary school children by increasing instructional competence in reading through continuous inservice training.

The project participants include sixteen elementary teachers, one consultant, one intern-consultant, two master teachers who successfully completed the first year's project, and a project director.

All participants meet two days per month for intensive training. The other days are devoted to implementing ideas, techniques, and skills in the regular classroom. The graduate intern, two master teachers and the project director work with the teachers and the students during that time.

CONTINUOUS PROGRESS ACTIVITY PACKETS IN MATHEMATICS

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Project Name	AIM: Assessment of Individualized Mathematics
School System	Jasper City
Superintendent of Education	Bob H. Songer
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$8,483.00
Project Director	Carolyn Black
Address	P. O. Box 500 — Jasper, Alabama 35501
Telephone	205-384-6021

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JASPER CITY

AIM: Assessment of Individualized Mathematics

Project AIM's major objectives are to advance each student at least one grade level in mathematics and to present the subject matter in a manner that will be interesting and motivating to the slow learner.

Individualized activity packets, quizes, audio-visual aids, filmstrips, tapes and records are coordinated with the instructor's survey of the student's daily progress.

The activity packets are composed of explanation, examples, and drill exercises. Each student works at his own speed. His packet indicates in writing when it is time for a "Teacher Conference" or a "Test." Each drill exercise is to be checked immediately upon completion for correct results. Thus, the teacher checks the progress of each student. When a student has difficulty with any concept the teacher can give verbal explanation or suggest appropriate audio-visual aids. A test is administered for each topic, is graded, recorded and filed. These scores readily show the student's understanding of subject matter.

After completing the packet which the student is initially assigned, he moves on to the next in the series of six packets.

INDIVIDUALIZING THE READING PROGRAM

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Project Name	Developmental Individualized Reading Program
School System	Jefferson County
Superintendent of Education	Dr. J. Revis Hall
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$70,000.00
Project Director	Thomas R. Gann, Jr.
Address	A-400 Courthouse — Birmingham, Alabama 35203
Telephone	205-325-5219

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JEFFERSON COUNTY

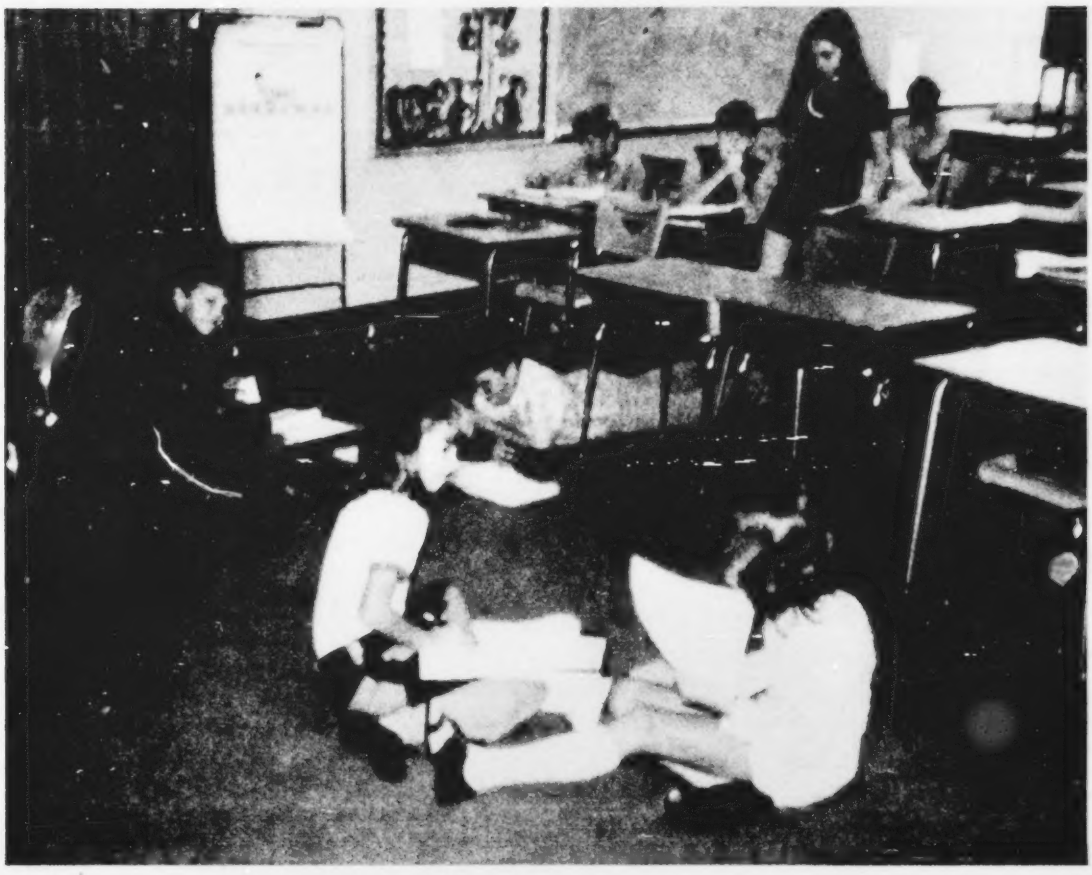
DEVELOPMENTAL INDIVIDUALIZED READING PROGRAM

Four Jefferson County elementary schools — Shades Mountain, Bluff Park, Fultondale and Brighton — are involved in the Developmental Individualized Reading Program. A resource teacher works with the classroom teachers at each school to help organize classrooms, prepare materials, and aid the reading teachers in individualizing the reading program. A total of 2,625 students and 90 teachers are involved in the project.

Eighteen elementary classroom teachers have worked two days each month with the project staff in developing the reading program. Principals and teachers of the four pilot schools have been enthusiastic and have added to the development of the program by offering suggestions to the resource teachers and writers concerning the strengths and weaknesses observed in the program.

The PTA's have responded positively to the program by working with the teachers and their children to bring about improved attitudes toward reading. Ten teachers from the Catholic Schools in Birmingham are using materials which were developed by the project.

Pre and post-test results have supplied the project personnel with data which indicates students in all pilot schools made more progress in reading than the students in the control schools.



A NEW SOCIAL STUDIES APPROACH

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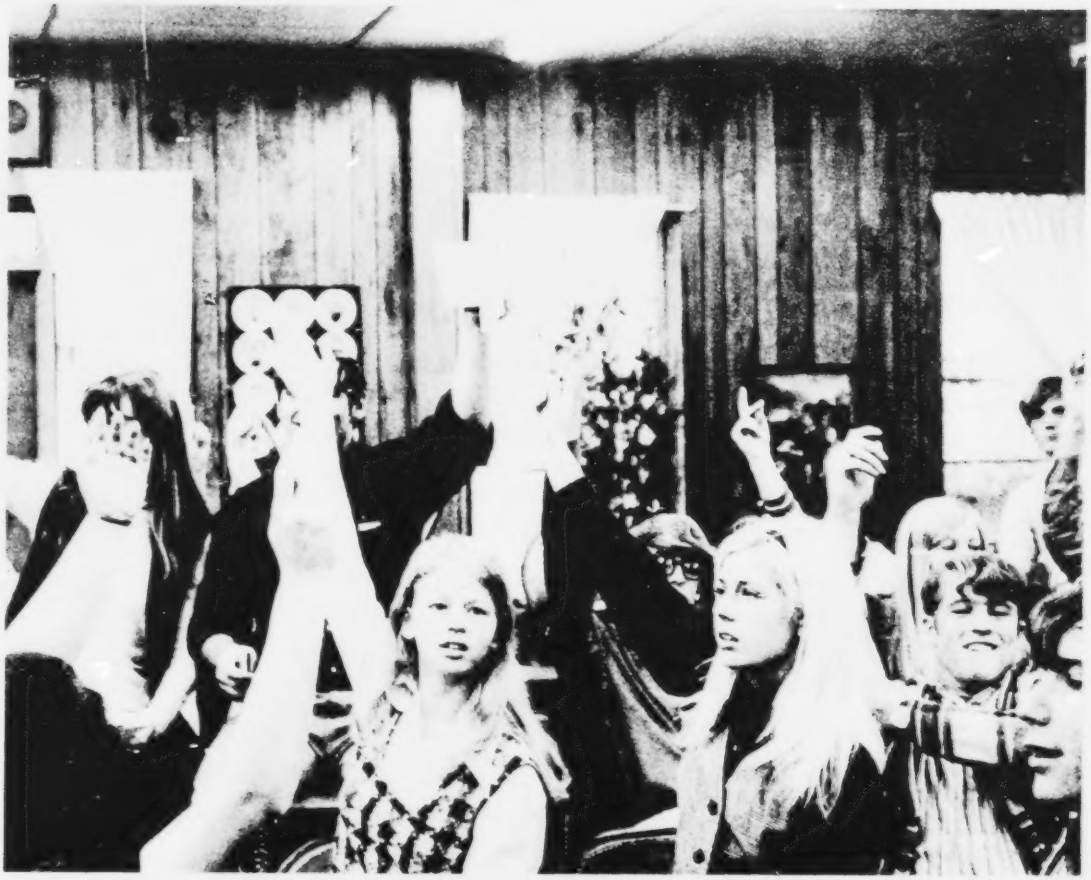

Project Name	Social Studies for the Seventies
School System	Lamar County
Superintendent of Education	Edwin Allen
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$40,000.00
Project Director	John McAdams
Address	Drawer S — Vernon, Alabama 35592
Telephone	205-695-9125

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LAMAR COUNTY

Social Studies for the Seventies

The "Social Studies for the Seventies" project is designed to implement the new social studies in grades seven through twelve in the Lamar County School System. The new social studies includes several facets but it basically allows students to do their own thinking. Instead of teaching facts, per se, the students deal with concepts, generalizations, and hypotheses as tools to aid thinking. Furthermore, instead of being given predigested ideas students are allowed to look at the facts, develop their own hypotheses and draw their own conclusions.

In order to bring about the type of instruction necessary for this learning process, it is essential to have the proper materials and teachers who have been trained in the proper instructional techniques. The project is providing the proper materials — books and magazines of widely divergent political views, historical source books that give students the raw materials of history, and stimulating and thought-provoking audio-visual materials. Teacher training is carried out in in-service workshops with the aid of consultants from outside the local system.

Last year was a year of experimentation in which new materials and new techniques were used. This year there will be more experimentation based upon a backlog of innovative experiences and carefully drawn plans for using them.

IDENTIFICATION AND REHABILITATION OF POTENTIAL DROPOUTS

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Project Name	Operation Dropout
School System	Limestone County
Superintendent of Education	C. S. Pettus
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$55,000.00
Project Director	Mrs. Doris Walker
Address	P. O. Box 509 — Athens, Alabama 35611
Telephone	205-232-6218

LIMESTONE COUNTY

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Operation Dropout

Operation Dropout is a proposed program of pupil dropout prevention and rehabilitation utilizing a staff of professionals and para-professionals in a systematic approach in:

1. dropout identification; actual and potential;
2. pupil casework; home visitation and field services;
3. coordination of present community referral services; governmental and non-governmental;
4. collaboration and consultation with teachers and other school personnel regarding specific pupils with problems;
5. program of psychological services;
6. total utilization of school and community resources in conserving human resources.

Through this unique approach the project objectives are:

1. to increase average daily attendance one percent annually;
2. to decrease dropout rate in Limestone County five percent annually;
3. to demonstrate a grade placement increase of six months in reading and mathematics for the target population;
4. to reduce failing grades by ten percent for target students.

The models, ideas and approaches for the project design were accomplished by utilizing a Comprehensive Survey Research Team from a state university, parents, teachers, staff, and community agencies.

SPECIAL EDUCATIONAL AND RELATED SERVICES FOR EXCEPTIONAL CHILDREN

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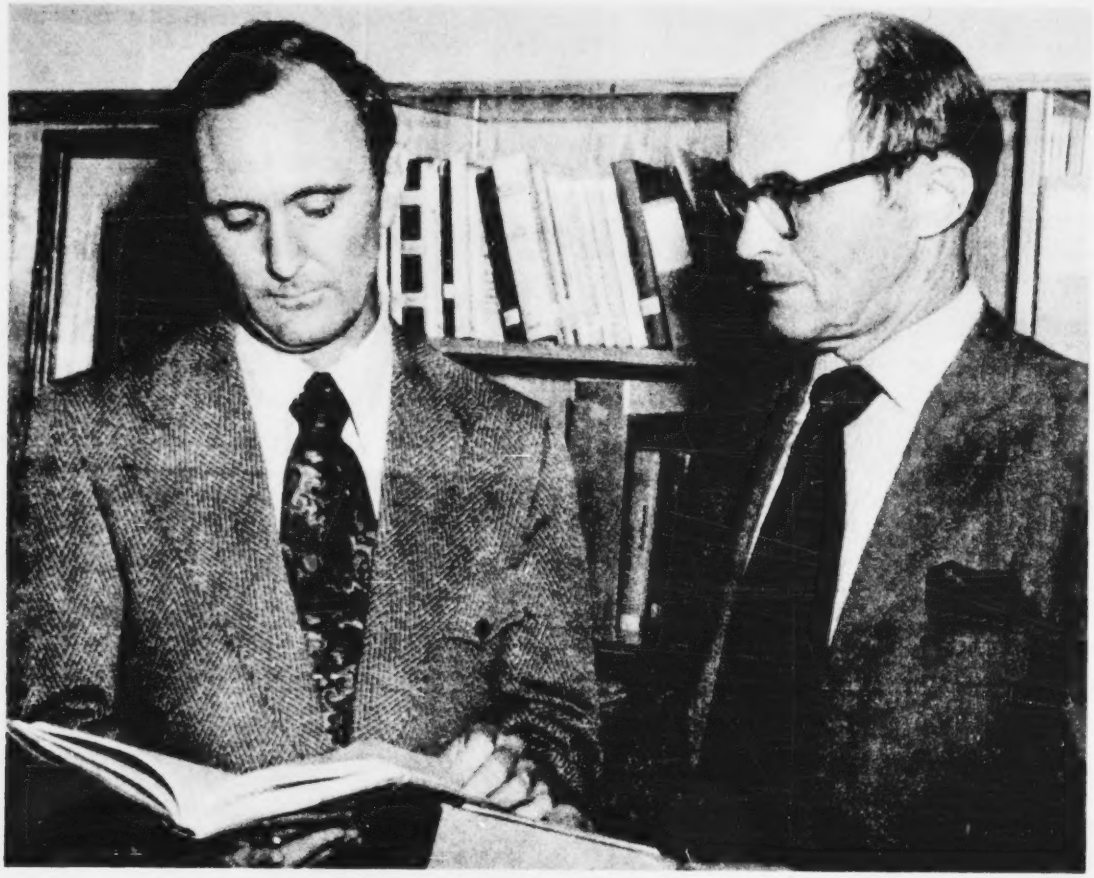

Project Name	SEEK: Servicing Every Exceptional Kid
School System	Madison County
Superintendent of Education	Dr. Matthew H. Hall
Dates of Operation	June 1, 1972 — May 31, 1975
Funding Level 1972-73	$60,000.00
Project Director	H. Guy Rowe
Address	P. O. Box 226 — Huntsville, Alabama 35804
Telephone	205-536-5911

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MADISON COUNTY

SEEK: Servicing Every Exceptional Kid

The program is designed to provide service for every exceptional kid and to provide special educational and related services to those who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities. It is also designed to provide mobile educational services, materials and equipment which will be moved from school to school, identify learning disabilities of referred pupils, prescribe and/or design materials, techniques and methods to be used by the classroom teacher with the pupil.

A visiting teacher will remain in the school to demonstrate to the teachers the use of the materials and to team with the teacher in habilitating the individual pupils and counseling with parents. When the task force has set the stage at another school, the visiting teacher will move into this center and work with the teacher and pupils as in the first setting. The task force will develop a continuous in-service training program and evaluation technique.

The major benefits to be derived from this program, over a three-year period will be the prevention of cultural-familial mental retardation, and the habilitation of those who have already fallen in this category by providing increased opportunities to learn and to practice intellectual and social skills.

DEVELOPMENT OF MULTIPLE TALENTS WITHIN THE CLASSROOM

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Project Name	Talents Unlimited
School System	Mobile County
Superintendent of Education	Dr. Harold R. Collins
Dates of Operation	June 7, 1971 — June 6, 1974
Funding Level 1972-73	$152,000.00
Project Director	Dr. Carol L. Schlichter
Address	P. O. Box 1327 — Mobile, Alabama 36601
Telephone	205-432-1313

MOBILE COUNTY

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Talents Unlimited

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate, at the elementary classroom level, the Multiple Talent theory defined by Dr. Calvin Taylor and based on sound educational and psychological research in learning. Replicable models for teacher-training, instruction and evaluation are being structured.

The objectives of the project are to upgrade the instructional program by helping teachers develop understanding, skills and attitudes related to development of multiple talents; to effect improvement in student talent development at the same time enhancing self-concept and academic achievement; and to develop instructional and evaluative models necessary for implementing a talent development program in the classroom.

A CULTURAL APPROACH TO HISTORY

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Project Name	A Cultural Approach to the Teaching of Social Studies
School System	Montgomery County
Superintendent of Education	W. S. Garrett
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$85,000.00
Project Director	Thomas A. Bobo
Address	307 S. Decatur St. — Montgomery, Alabama 36103
Telephone	205-262-7393

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MONTGOMERY COUNTY

A Cultural Approach to the Teaching of Social Studies

"A Cultural Approach to the Teaching of Social Studies" is in its second year of operation. Summer institutes and bi-monthly meetings for teachers during the school year are providing for improved teaching of social studies in the Montgomery Schools.

The intensive training program for fifteen key teachers of seventh grade social studies included a general orientation concerning the cultural approach to history, fundamentals for developing the prescribed curriculum materials and development of the materials and teaching strategies for implementation.

Student Learning Units and Teacher Learning Units designed for classroom use in seventh grade history have been validated and are being refined. Supporting devices to implement the units are map sets of civilizations on transparencies, films, tape-slide presentations and audio tapes. Implementation processes emphasize teaching the inquiry approach for students in equipping them for analyzing and evaluating ancient and modern societies. The emphasis is on teaching history as it occurred in patterns rather than memorization of random facts.

Seminars will be conducted in the remaining project period for the training of all other Montgomery teachers of seventh grade social studies. They will be instructed by key teachers and project personnel in the philosophy of the cultural approach and in the use of developed materials.

GUIDANCE AND COUNSELING SERVICES IMPROVED THROUGH STAFF TRAINING

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Project Name	Model Junior High School Guidance Program
School System	Montgomery County
Superintendent of Education	W.S. Garrett
Dates of Operation	June 15, 1972 — June 14, 1975
Funding Level 1972-73	$13,850.00
Project Director	Thomas A. Bobo
Address	307 S. Decatur St. — Montgomery, Alabama 36103
Telephone	205-262-7393

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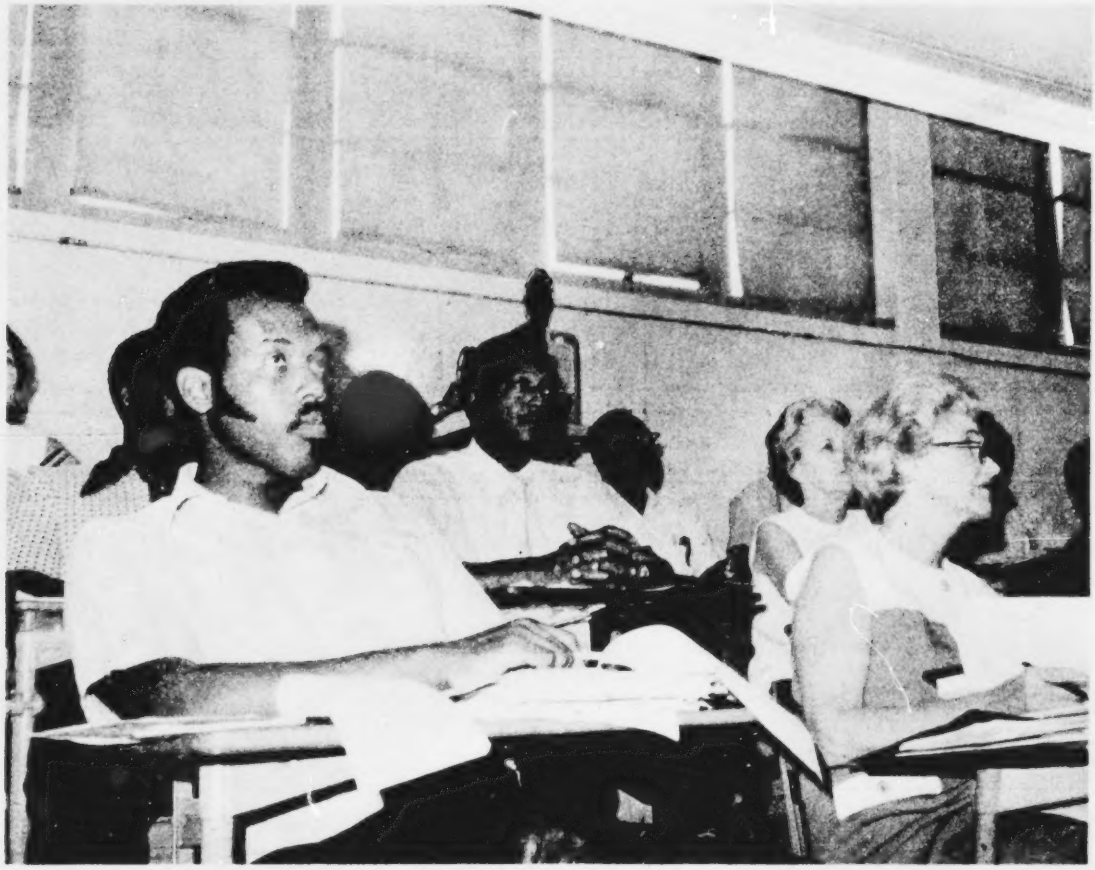
MONTGOMERY COUNTY

Model Junior High School Guidance Program

Montgomery's new Title III project, Model Junior High School Guidance Program, is designed to improve the guidance and counseling services offered to junior high school students. This is to be accomplished through a summer institute for staff training and the development of a handbook of guidelines which will serve as a model guidance program for junior high schools.

Consultant services, provided by one of the state universities enabled thirty participants to begin four weeks of intensive work and study in June 1972. During the period, tentative guidelines were developed. These will be tested by counselor-participants in the regular school year and will be validated through continuous evaluation and revision. Five Saturday meetings during 1972-73 are scheduled for this purpose.

When completed in June 1973, the handbook will be disseminated to all Montgomery Junior High Schools and to others upon request. Plans for determining the effect of the new program and the staff training on students include pre and post-testing and comparison of several types of records.



INDIVIDUALIZED INSTRUCTION IN A MIDDLE SCHOOL PROGRAM

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Project Name	A Lighthouse Middle School
School System	Opp City
Superintendent of Education	J. L. Nolen
Dates of Operation	July 1, 1971 — June 30, 1974
Funding Level 1972-73	$47,000.00
Project Director	T. O. Alford
Address	East Stewart Avenue — Opp, Alabama 36467
Telephone	205-493-6332

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OPP CITY

A Lighthouse Middle School

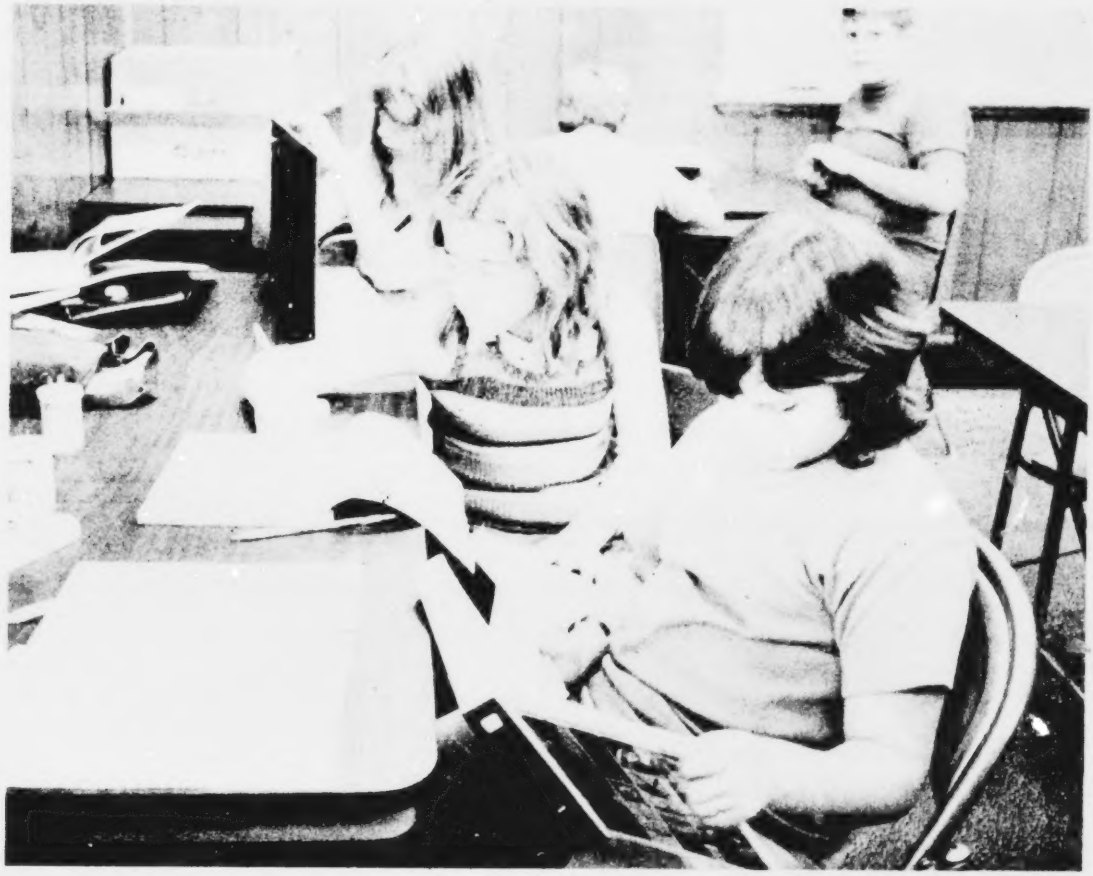
The project, "A Lighthouse Middle School," is to develop a comprehensive curriculum for the Opp Middle School which meets the needs of pupils in grades six, seven and eight.

The first year of the project was devoted to planning, with attention focused upon the involvement of the total instructional staff in planning a model instructional program for the Opp Middle School. The second year is being devoted to implementation of the plan.

The planning phase began in August 1971, with a two-week workshop which sought to identify the needs of Opp Middle School pupils. The staff worked to develop goals and objectives. During the first year specific objectives were developed in each curriculum area and consideration was given to planning activities, patterns of instruction and procedures to be followed in providing opportunities for improved learning.

In a second workshop in June 1972, the staff worked with building skills related to writing instructional objectives and flow charting in each subject matter area. Time was also devoted to planning for the second year of the project. Acitvities of the June workshop were continued in the August pre-school work conference. Each instructional team will continue its work during the second year.

Emphasis will continue to be placed on identification of problems relative to the procedures and patterns of instruction, appropriateness of materials utilized, and adequacy of teaching methods employed.



DEVELOPING THE MIDDLE SCHOOL

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Project Name	Middle School Network — Exemplary Programs
School System	Pickens County
Superintendent of Education	W. W. Carpenter
Dates of Operation	June 15, 1972 — June 14, 1975
Funding Level 1972-73	$70,000.00
Project Director	Lenwood Holliman
Address	Pickens County Board of Education Carrolton, Alabama 35447
Telephone	205-367-8102

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PICKENS COUNTY

Middle School Network — Exemplary Programs

The Middle School Network project involves a cooperative arrangement for six middle schools in six school systems in Alabama — Pickens County, Conecuh County, Henry County, Talladega City, Decatur City and Washington County — designed to meet the pressing need for improved middle school programs and instruction. The project will enable participating schools to:

1. provide mutual assistance for attacking problems common to middle schools;
2. determine the components essential to a viable middle school program, i.e., develop a middle school concept;
3. develop middle school programs consistent with this concept;
4. retrain a middle school staff in instructional skills essential to the program;
5. maximize use of consultant expertise by scheduling and conducting network-wide activities.

The creation of the network and its resultant activities are designed to strengthen middle school programs in the state, provide input for teacher education programs, influence recognition of the middle school organizational pattern at the state level and provide a model for adapting cooperative inter-system arrangements to other aspects of public education.

A SEQUENTIAL CURRICULUM IN PHYSICAL EDUCATION

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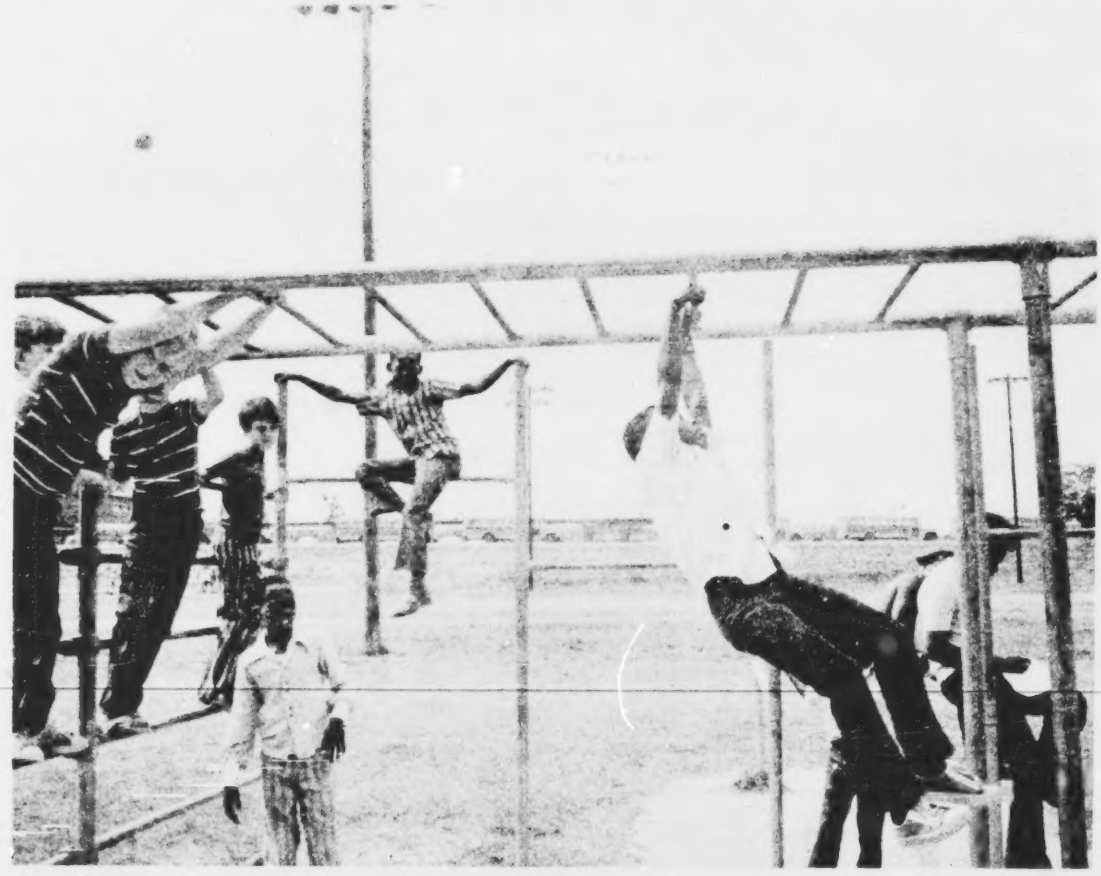

Project Name	PEP: Physical, Emotional and Psychological Fitness for a Lifetime
School System	Pike County
Superintendent of Education	Edward K. Wood
Dates of Operation	July 1, 1972 — June 30, 1975
Funding Level 1972-73	$39,980.00
Project Director	Tommy L. Bettis
Address	Pike County High School, Brundidge, Alabama 36010
Telephone	205-735-2221

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PIKE COUNTY

PEP: Physical, Emotional and Psychological Fitness for A Lifetime

This project is designed to establish, operate and maintain an exemplary and innovative program for a rural school that will emphasize individualized physical fitness and leisure time activities of lifetime value.

The program will provide a model sequential, developmental program of physical education and related health activities for grades kindergarten through twelve which is adapted to the individual student's needs. The student will develop basic motor coordination, skill combination and movement patterns.

A resource staff to include a project director/physical education and health specialist and health curriculum specialist will be employed to work directly with the project schools. The project is to provide equipment and development of instructional areas, inservice training for project staff and teachers, dissemination of project activities and development of a sequential curriculum in physical education.

A RELEVANT ACADEMIC CURRICULUM FOR DISADVANTAGED CHILDREN

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Project Name	CARET: Career and Related Educational Technology
School System	Russell County
Superintendent of Education	Warren N. Richards
Dates of Operation	June 15, 1972 — June 14, 1975
Funding Level 1972-73	$36,000.00
Project Director	William M. Burt
Address	P.O. Box 908 — Phenix City, Alabama 36867
Telephone	205-298-8791

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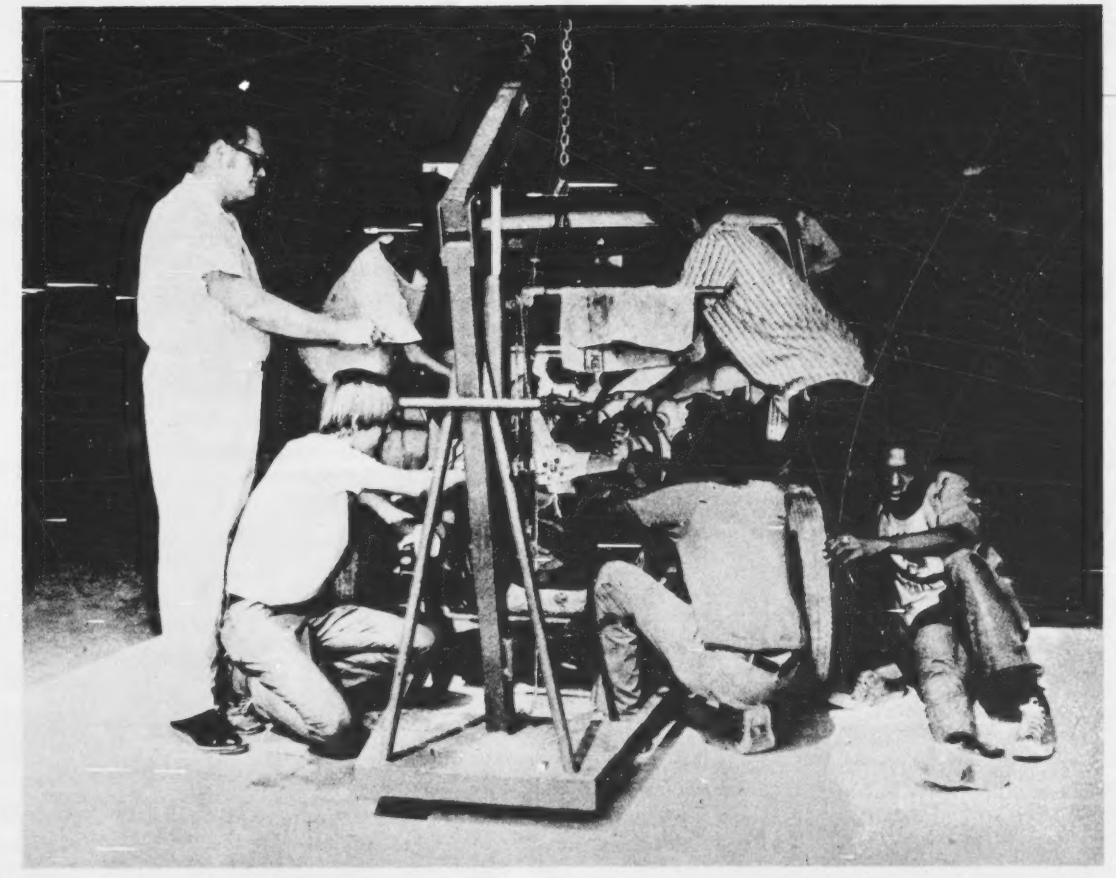
RUSSELL COUNTY

CARET: Career And Related Educational Technology

Project CARET is designed to provide a basic academic curriculum with greater relevance and greater holding power for disadvantaged children and also a curriculum which provides training in career skills which can be employed in Russell County and surrounding areas. The secondary schools' schedules and curricula are to be reorganized so that students may take advantage of these opportunities and develop career vocational courses. This project will meet the needs of the potential dropout and reduce the number of students who actually would have dropped out.

At the conclusion of their training in this program, the participants will be assisted in finding jobs or be counseled with about continuing their training in advanced technical schools. A complete follow-up file of graduates on jobs will be maintained.



MULTI-MEDIA TECHNIQUES FOR REMEDIAL AND ENRICHMENT LEARNING

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Project Name	Individualized (Expandable) Study Center
School System	Russellville City
Superintendent of Education	R. M. Courington
Date of Operation	June 19, 1971 — June 18, 1974
Funding Level 1972-73	$70,934.00
Project Director	Dr. A. J. Townsend
Address	P.O. Box 880 — Russellville, Alabama 35653
Telephone	205-332-5010

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RUSSELLVILLE CITY

Individualized (Expandable) Study Center

The Individualized (Expandable) Study Center is equipped with student operated booths of audio-visual programmed lessons and uses multi-media techniques (color video and film) for remedial and enrichment learning. Both commercially prepared and teacher/staff-made lessons in the area of mathematics, English and social studies in grades 7 - 12 are stored for constant and future use by teachers and pupils. Some are on video colored cassettes. Other lessons are on still film with synchronized sound. The lab is equipped with booths so that a student can work at his own individual speed and repeat each lesson or part of a lesson as many times as necessary to master the subject matter. This facility operates as an extension to the regular school day, during regular school hours, and on weekends.

The project is correlating learning experiences in the study center with those in the regular classroom through cooperative planning by regular and center staff.

OUTDOOR CAMPING EXPERIENCES COMBINED WITH REMEDIAL READING

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Project Name	Reading Enrichment and Outdoor Education
School System	Tuscaloosa County
Superintendent of Education	Dr. Charles Sprayberry
Dates of Operation	June 1, 1971 — May 31, 1974
Funding Level 1972-73	$30,000.00
Project Director	Dr. Jayne A. Meyer
Address	P.O. Box 2568 — Tuscaloosa, Alabama 35401
Telephone	205-758-0411

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TUSCALOOSA COUNTY

Reading Enrichment and Outdoor Education

The Tuscaloosa County Board of Education, through the use of local funds, renovated a closed four-room school which is located adjacent to Lake Tuscaloosa approximately fifteen miles north of Tuscaloosa. The renovated facility, now known as the Holly Springs Outdoor Education Center, includes approximately five acres of land.

In June 1971, a Title III, ESEA project was implemented at the site indicated. The two major project components include: (1) three, two-week sessions of remedial reading camp for thirty children who have finished the fifth grade, are of average to above-average intelligence and who are reading from one to two years below grade level; and (2) overnight outdoor education field trips for sixth grade students. Outdoor recreation and utilization of the facilities by student special interest groups are lesser components of the project.

For the summer camp, post-testing with the Stanford Diagnostic Reading Test showed that the average improvement in reading comprehension was a grade score of 0.3. Post-testing with the Self-Esteem Inventory showed an over-all improvement in the campers' self-esteem. From the sixth grade trips, students acquired knowledge and participated in activities which enhanced their classroom learning.

CREATIVE ART EXPERIENCES THROUGH PERSONAL EXPRESSION

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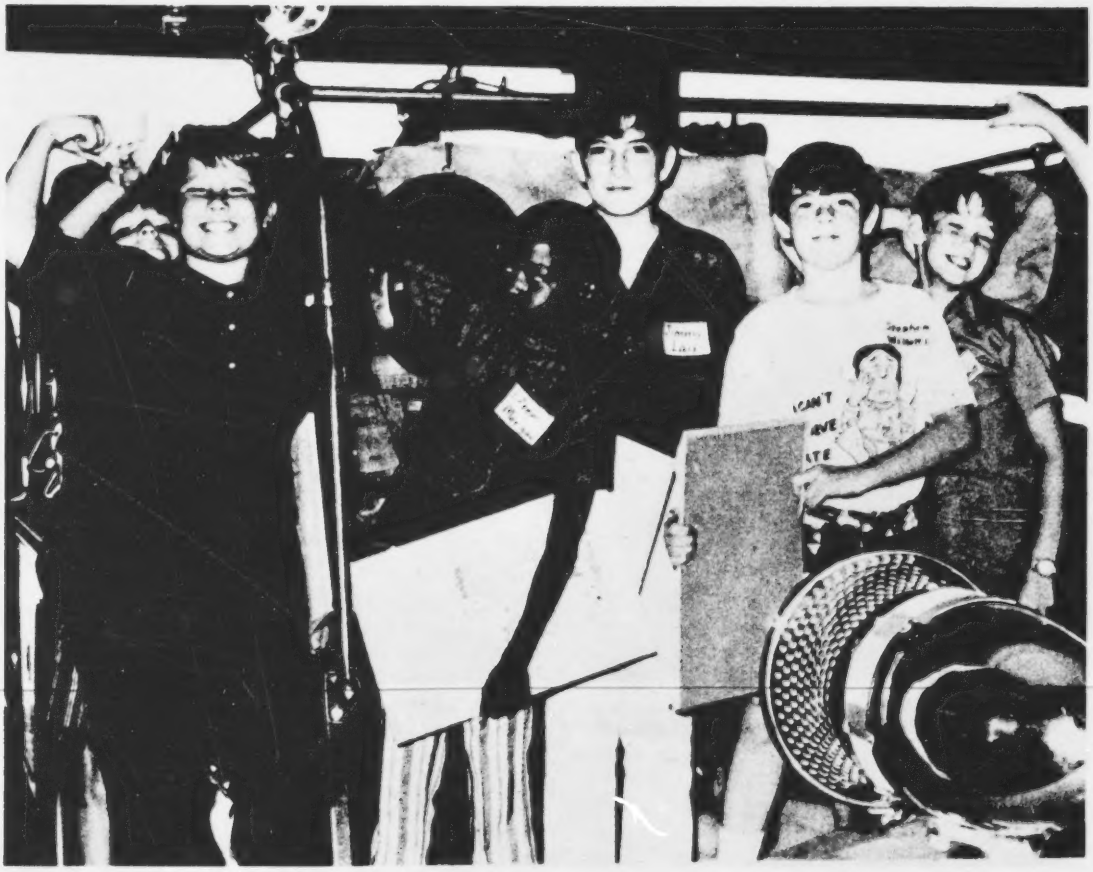

Project Name	Experiences in Aesthetic Education
School System	Vestavia Hills City
Superintendent of Education	William T. Clark
Dates of Operation	June 5, 1972 — June 4, 1975
Funding Level 1972-73	$35,000.00
Project Director	Mary C. Painter
Address	509 Montgomery Highway, Vestavia Hills, Alabama 35216
Telephone	205-823-0295

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VESTAVIA HILLS

Experiences in Aesthetic Education

The concern of the project, Experiences in Aesthetic Education, is to maintain a uniqueness of the creative arts by providing opportunities for the participants to take part in a personal mode of expression and relate these experiences to the total school curriculum. The thrust is to build appreciation of the creative arts as a process of cognitive, affective and psychomotor skill development.

The project will offer six creative arts models — creative writing and poetry, dance, drama, media, music and the visual arts — designed to provide maximum individualized opportunities to take elements of the arts and the environment and transform them into creative expression. Modular and level scheduling of these models during two summer sessions will allow for optimum exposure and direct involvement.

Participants will be skillfully guided through creative arts experiences and thus have an in-depth exposure to a wide range of aesthetic ideas, thoughts, concepts and tasks.

CROSS-AGE GROUPING FOR INDIVIDUALIZED INSTRUCTION

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Project Name	MUST: Multi-level Utilization of Student Talent
School System	Walker County
Superintendent of Education	Robert E. Cunningham
Dates of Operation	June 30, 1972 — June 29, 1975
Funding Level 1972-73	$39,980.00
Project Director	Michael Sanford
Address	P.O. Box 331 — Jasper, Alabama 35501
Telephone	205-387-0559

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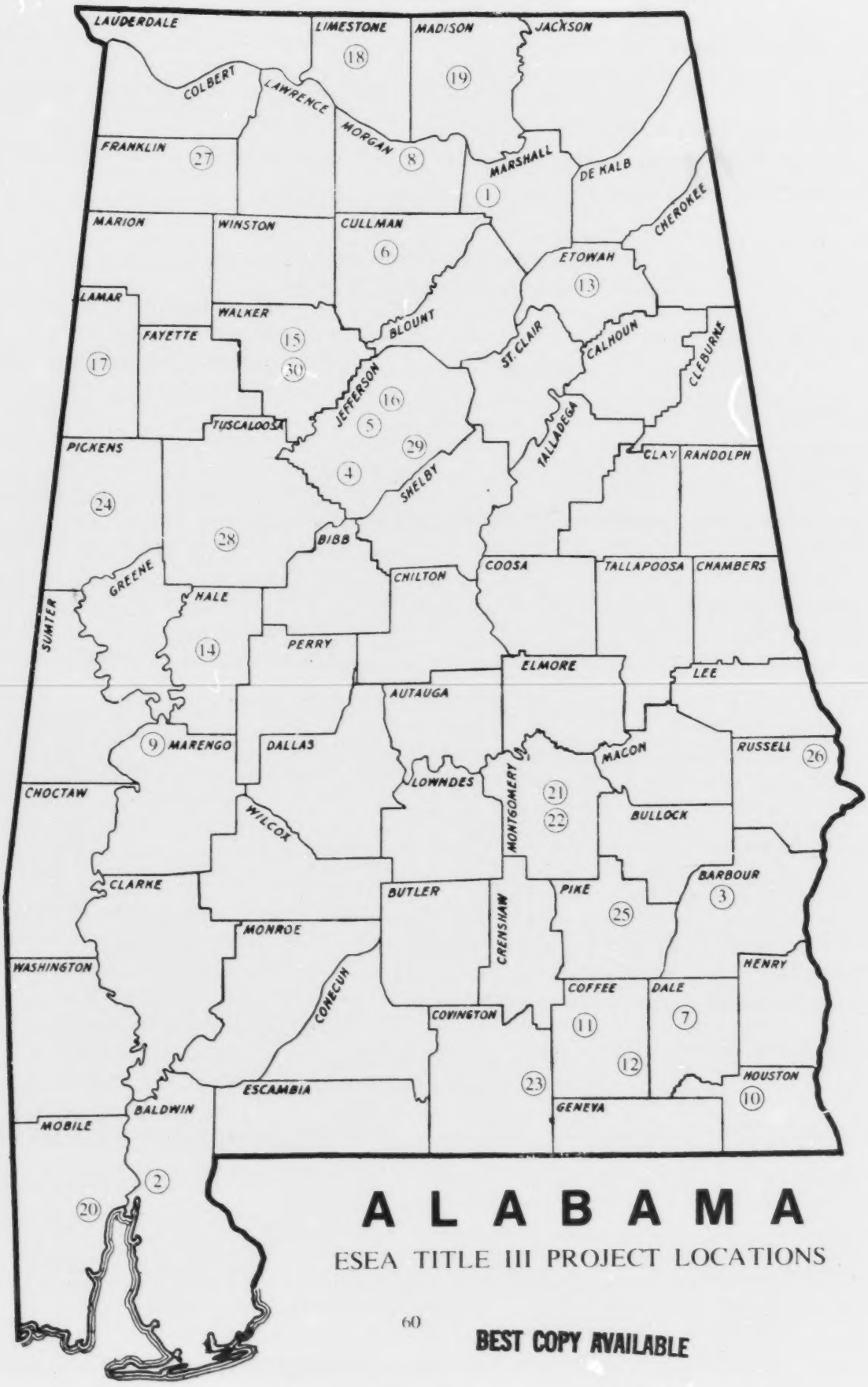
WALKER COUNTY

MUST: Multi-level Utilization of Student Talent

Project MUST, the Multi-level Utilization of Student Talent, proposes to upgrade the slow learning child through the use of cross-age grouping and innovative methods by providing individualized, non-graded instruction in self-contained centers with students from grades 1-3. These students will be allowed to progress at their own rate and, when competent enough to achieve at grade level, they will be returned to the regular classroom.

Since the usual curriculum is geared to the average child and special education classes are operated for the retarded, the slower than average is left to float in oblivion with no sorely needed special instruction to give him an opportunity to compete with his peers. The use of cross-age or cluster grouping will allow children with approximately equal levels of learning to be taught with programmed materials in the same classroom situation where each child will be able to proceed at his own rate, on his own level, without the failure stigma being attached. Techniques to be utilized in Project MUST will not only aid the slow learner but the greater flexibility of a program of this nature will be a definite asset for consideration in the total educational program of the Walker County Schools.



ALABAMA

ESEA TITLE III PROJECT LOCATIONS

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ESEA TITLE III PROJECT LOCATIONS

1. Arab City
2. Baldwin County
3. Barbour County
4. Bessemer City
5. Birmingham City
6. Cullman City
7. Dale County
8. Decatur City
9. Demopolis City
10. Dothan City
11. Elba City
12. Enterprise City
13. Etowah County
14. Hale County
15. Jasper City
16. Jefferson County
17. Lamar County
18. Limestone County
19. Madison County
20. Mobile County
21. Montgomery County
22. Montgomery County
23. Opp City
24. Pickens County*
25. Pike County
26. Russell County
27. Russellville City
28. Tuscaloosa County
29. Vestavia Hill City
30. Walker County

*Network together with Henry County, Talladega City, Washington County, Decatur City, Conecuh County.